



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10121166  
SAU: Bar Harbor School Department  
School: Conners-Emerson School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

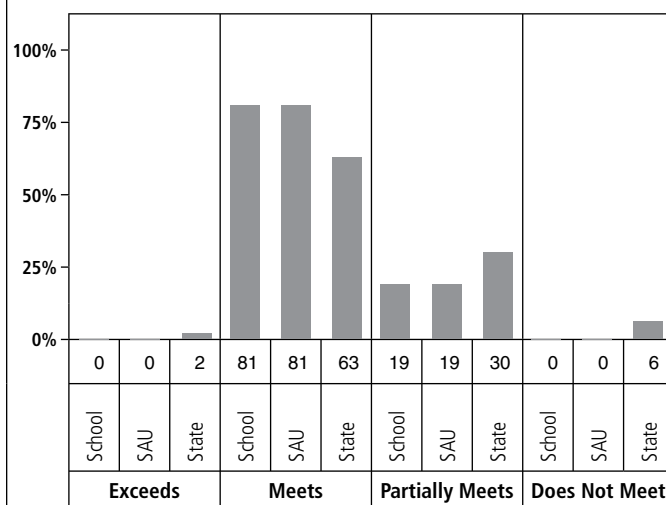
SAU: Bar Harbor School Department

School: Conners-Emerson School

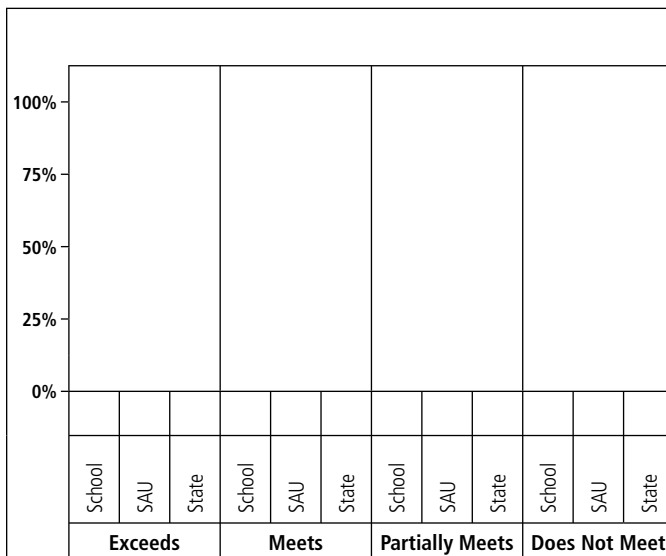
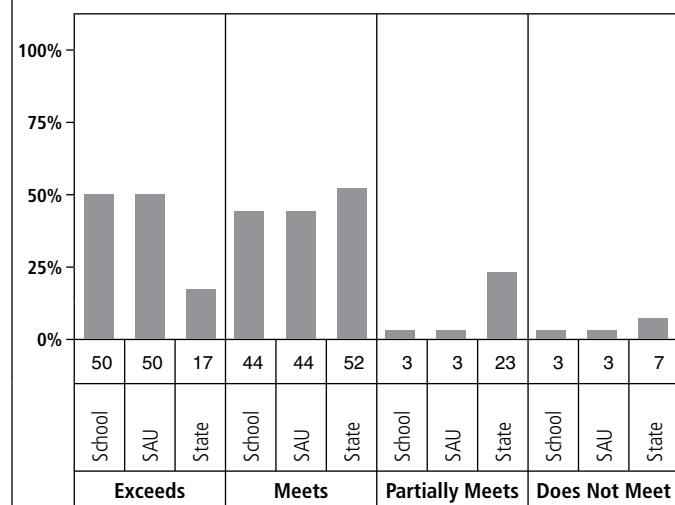
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	350	350	345
2007–2008	351	351	344
<b>2008–2009</b>	<b>349</b>	<b>349</b>	<b>345</b>
Cum. Avg.*	350	350	345
<b>Mathematics</b>			
2006–2007	357	357	347
2007–2008	360	360	347
<b>2008–2009</b>	<b>360</b>	<b>360</b>	<b>348</b>
Cum. Avg.*	359	359	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Bar Harbor School Department  
School: Conners-Emerson School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	36	100	36	100	13763	100	36	100	36	100	13691	100	36	100	36	100	13691	100						
<b>Ethnicity</b> African American/Black	1	3	1	3	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	4	11	4	11	232	2	4	100	4	100	226	97	4	100	4	100	227	98						
Hispanic	1	3	1	3	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	30	83	30	83	12846	93	30	100	30	100	12788	100	30	100	30	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	4	11	4	11	2414	18	4	100	4	100	2388	100	4	100	4	100	2388	100						
<b>Current LEP</b>	4	11	4	11	420	3	4	100	4	100	413	98	4	100	4	100	417	99						
<b>Economically disadvantaged</b>	5	14	5	14	5887	43	5	100	5	100	5847	100	5	100	5	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	32	89	32	89	10316	75	32	89	32	89	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	4	13	4	13	192	2	4	13	4	13	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	4	11	4	11	3179	23	4	11	4	11	3152	23						
Identified disability (PET/IEP)	4	100	4	100	1757	55	4	100	4	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Bar Harbor School Department  
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	3	6	3	6	332	2
	2007-2008	2	4	2	4	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	5	4	5	4	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	44	85	44	85	8691	63
	2007-2008	44	92	44	92	8403	62
	<b>2008-2009</b>	<b>29</b>	<b>81</b>	<b>29</b>	<b>81</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	117	86	117	86	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	5	10	5	10	3781	27
	2007-2008	1	2	1	2	4018	30
	<b>2008-2009</b>	<b>7</b>	<b>19</b>	<b>7</b>	<b>19</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	13	10	13	10	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	0	0	1021	7
	2007-2008	1	2	1	2	938	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>748</b>	<b>6</b>
	Cum. Total*	1	1	1	1	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>46</b>	<b>100</b>	31.7	68.9	31.7	68.9	28.3	61.5
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>32</b>	<b>70</b>	21.9	68.4	21.9	68.4	19.9	62.2
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>14</b>	<b>30</b>	9.8	70.0	9.8	70.0	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Bar Harbor School Department  
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	0	0	29	81	7	19	0	0	349	36	0	81	19	0	349	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	4										4						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	30	0	0	25	83	5	17	0	0	349	30	0	83	17	0	349	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2194	0	32	50	18	338
No	32	0	0	28	88	4	13	0	0	350	32	0	88	13	0	350	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	4										4						406	0	39	41	20	339
No	32	0	0	26	81	6	19	0	0	349	32	0	81	19	0	349	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	5	0	0	3	60	2	40	0	0	349	5	0	60	40	0	349	5721	1	52	39	9	342
No	31	0	0	26	84	5	16	0	0	348	31	0	84	16	0	348	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	36	0	0	29	81	7	19	0	0	349	36	0	81	19	0	349	13489	2	63	30	6	345
<b>Gender</b>																						
Female	9	0	0	8	89	1	11	0	0	352	9	0	89	11	0	352	6568	3	67	26	4	346
Male	27	0	0	21	78	6	22	0	0	347	27	0	78	22	0	347	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2300	0	39	49	11	340
No	32	0	0	27	84	5	16	0	0	350	32	0	84	16	0	350	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	3										3						155	11	87	2	0	354
No	33	0	0	26	79	7	21	0	0	348	33	0	79	21	0	348	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Bar Harbor School Department  
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	5	1	44	39	16	340
B. less than one hour	83	0	0	24	80	6	20	0	0	348	83	0	80	20	0	348	80	2	66	28	4	345
C. one to two hours	8	0	0	3	100	0	0	0	0	353	8	0	100	0	0	353	13	2	61	32	6	344
D. more than two hours	6	0	0	2	100	0	0	0	0	353	6	0	100	0	0	353	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	64	0	0	19	83	4	17	0	0	349	64	0	83	17	0	349	47	3	68	24	4	346
B. good	28	0	0	8	80	2	20	0	0	348	28	0	80	20	0	348	41	1	62	31	5	344
C. fair	8	0	0	2	67	1	33	0	0	346	8	0	67	33	0	346	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	0	0	10	83	2	17	0	0	348	33	0	83	17	0	348	31	3	63	28	6	345
B. They match some of what I have learned.	56	0	0	15	75	5	25	0	0	348	56	0	75	25	0	348	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	4	100	0	0	0	0	353	11	0	100	0	0	353	14	1	53	39	7	342
D. There is no match.	0										0						6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	5	71	2	29	0	0	347	19	0	71	29	0	347	18	1	50	38	11	342
B. about the same as my regular schoolwork	44	0	0	14	88	2	13	0	0	349	44	0	88	13	0	349	57	2	68	26	3	346
C. easier than my regular schoolwork	36	0	0	10	77	3	23	0	0	349	36	0	77	23	0	349	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	6	0	0	1	50	1	50	0	0	342	6	0	50	50	0	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	31	0	0	8	73	3	27	0	0	347	31	0	73	27	0	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	63	0	0	19	86	3	14	0	0	350	63	0	86	14	0	350	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	11	0	0	4	100	0	0	0	0	350	11	0	100	0	0	350	22	3	67	25	4	346
B. 20 minutes to an hour	81	0	0	24	83	5	17	0	0	349	81	0	83	17	0	349	46	2	68	26	4	346
C. less than 20 minutes	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	18	1	56	36	8	343
D. I rarely read at home.	6	0	0	1	50	1	50	0	0	343	6	0	50	50	0	343	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	3	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	29	1	56	36	7	343
B. six to ten pages	8	0	0	3	100	0	0	0	0	353	8	0	100	0	0	353	21	2	62	31	5	344
C. eleven or more pages	89	0	0	26	81	6	19	0	0	348	89	0	81	19	0	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Bar Harbor School Department  
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	21	40	21	40	1985	14
	2007-2008	21	44	21	44	2277	17
	<b>2008-2009</b>	<b>18</b>	<b>50</b>	<b>18</b>	<b>50</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	60	44	60	44	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	25	48	25	48	6990	51
	2007-2008	24	50	24	50	6764	50
	<b>2008-2009</b>	<b>16</b>	<b>44</b>	<b>16</b>	<b>44</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	65	48	65	48	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	5	10	5	10	3673	27
	2007-2008	2	4	2	4	3504	26
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	8	6	8	6	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	2	1	2	1193	9
	2007-2008	1	2	1	2	1044	8
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>997</b>	<b>7</b>
	Cum. Total*	3	2	3	2	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	38.5	80.2	38.5	80.2	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	15.6	78.0	15.6	78.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	7.1	88.8	7.1	88.8	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	6.8	85.0	6.8	85.0	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	9.0	75.0	9.0	75.0	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Bar Harbor School Department  
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	36	18	50	16	44	1	3	1	3	360	36	50	44	3	3	360	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	4										4						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	30	14	47	15	50	1	3	0	0	360	30	47	50	3	0	360	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2204	6	36	36	22	338
No	32	18	56	14	44	0	0	0	0	363	32	56	44	0	0	363	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	4										4						412	7	37	35	21	339
No	32	16	50	14	44	1	3	1	3	360	32	50	44	3	3	360	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	5	2	40	3	60	0	0	0	0	357	5	40	60	0	0	357	5727	10	48	31	12	343
No	31	16	52	13	42	1	3	1	3	361	31	52	42	3	3	361	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	36	18	50	16	44	1	3	1	3	360	36	50	44	3	3	360	13501	17	52	23	7	348
<b>Gender</b>																						
Female	9	4	44	4	44	0	0	1	11	356	9	44	44	0	11	356	6568	16	52	24	8	348
Male	27	14	52	12	44	1	4	0	0	361	27	52	44	4	0	361	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						2300	4	43	39	14	340
No	32	18	56	12	38	1	3	1	3	362	32	56	38	3	3	362	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	3										3						155	73	26	1	0	368
No	33	15	45	16	48	1	3	1	3	358	33	45	48	3	3	358	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Bar Harbor School Department  
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	1	100	0	0	0	0	344	3	0	100	0	0	344	5	9	38	32	21	340
B. less than one hour	83	13	43	15	50	1	3	1	3	359	83	43	50	3	3	359	80	19	54	22	5	349
C. one to two hours	8	3	100	0	0	0	0	0	0	371	8	100	0	0	0	371	13	16	51	24	9	347
D. more than two hours	6	2	100	0	0	0	0	0	0	372	6	100	0	0	0	372	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	44	8	50	6	38	1	6	1	6	358	44	50	38	6	6	358	40	25	51	17	7	351
B. good	53	10	53	9	47	0	0	0	0	363	53	53	47	0	0	363	45	14	56	24	6	348
C. fair	3	0	0	1	100	0	0	0	0	342	3	0	100	0	0	342	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	50	12	67	5	28	1	6	0	0	363	50	67	28	6	0	363	38	23	52	19	5	351
B. They match some of what I have learned.	39	4	29	9	64	0	0	1	7	356	39	29	64	0	7	356	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	2	50	2	50	0	0	0	0	362	11	50	50	0	0	362	12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	4	100	0	0	0	0	351	11	0	100	0	0	351	17	8	45	34	13	342
B. about the same as my regular schoolwork	51	10	56	8	44	0	0	0	0	362	51	56	44	0	0	362	59	19	55	21	5	350
C. easier than my regular schoolwork	37	8	62	3	23	1	8	1	8	361	37	62	23	8	8	361	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						15	8	41	35	15	341
B. 30–45 minutes	0										0						29	16	54	23	6	348
C. 45–60 minutes	8	1	33	2	67	0	0	0	0	357	8	33	67	0	0	357	32	21	55	19	5	350
D. more than 60 minutes	92	17	52	14	42	1	3	1	3	360	92	52	42	3	3	360	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	1	100	0	0	0	0	0	0	364	3	100	0	0	0	364	6	6	33	39	23	337
B. two or three days a week	20	1	14	5	71	0	0	1	14	350	20	14	71	0	14	350	12	15	55	22	8	348
C. two or three times each month	26	4	44	5	56	0	0	0	0	362	26	44	56	0	0	362	26	20	56	19	5	350
D. never or almost never	51	11	61	6	33	1	6	0	0	362	51	61	33	6	0	362	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	44	6	38	8	50	1	6	1	6	355	44	38	50	6	6	355	37	14	51	27	9	346
B. two or three days a week	31	7	64	4	36	0	0	0	0	366	31	64	36	0	0	366	27	20	55	19	6	350
C. two or three times each month	17	2	33	4	67	0	0	0	0	357	17	33	67	0	0	357	19	22	53	19	6	350
D. never or almost never	8	3	100	0	0	0	0	0	0	373	8	100	0	0	0	373	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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